

Trinity Stars Stage 3 – Activity plan – Magic carpet

Stage: 3

Language aims:

- ▶ Talking about places using 'I can see...'
- ▶ There is/there are

Performance aims:

- ▶ Improvisation
- ▶ Mime and sound
- ▶ Creating mood and atmosphere through movement

A note about timing:

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15 minutes on each activity. With very young learners it is better to do a little and often.

When rehearsing for a performance, spend at least one lesson making sure everyone knows where to move and when.

For Trinity Stars Stage 3, performances should last from 15-30 minutes.

Materials needed:

- ▶ A rug or a tablecloth. You could have several so that all the children can do this activity at once.

Activity

Revising or teaching places

1. Use flashcards, pictures or posters to revise or teach the places you have chosen for this lesson. For example you could do different places around the town or countryside, different countries, capital cities or even different eras from the past.
2. For this lesson we will focus on a farm, a rainforest, a city and our own school.
3. Show the picture of a farm and ask the children what they think they might see there. Which animals do they know?
4. Now do the same for the other places. What might they see and hear? What about smell?

Mime and sound

1. With the children, think about how the animals they might see move and what noises they make. Do they move quickly, slowly, are they heavy animals or light?
2. What will they see in a city? Do cars always move fast in a city? What about when they are in a traffic jam?

Online resources: [Old MacDonald had a farm song](#)

Game – where are we?

1. Choose two children to go out of the room. With the other children, decide on one of the places.
2. Ask the two children to come back in. Now mime the activities you have decided you will see and make the appropriate noises. Can they guess where you are?

Magic carpet

1. Put the rug or the cloth on the floor and say 'This is my magic carpet!' Now pretend to take a photo of them with a toy camera.
2. Sit on it and say a 'magic word', for example 'Abracadabra' or 'Go, carpet, go!'

3. Move as if the carpet is taking off and flying with you on it. Look surprised and happy. Peer down as if you are looking at the scenes below.
4. Now wave to the children and ask them if they want to come with you. Say 'Down carpet' and move as if the carpet is landing again. Now let the children climb aboard and sit with you.

Online resources: [Magic carpet song](#)

Using imagination

1. Ask the children where they would like to go on the magic carpet.
2. Choose one of the places and say the magic word you have chosen with the children. Urge the children to hold on tight as the carpet 'wobbles and flies'.
3. Now help the children to imagine they are viewing scenes from above. What can they see?
4. If, for example the children have chosen to fly to a farm, call out '*Look! There are lots of horses. I can see a cow! There's a donkey!*' and so on. As you give them ideas, they will follow suit and come up with their own.

Creating atmosphere

1. Is it cold in the sky? Is it windy? Create imaginary weather conditions and mime shivering or enjoying the breeze.
2. The more you feed the children's imaginations, the better they will respond and, eventually, they will be totally in charge of the activity.

Tableau

Ask the children to pretend they are on a farm. Encourage them to move and make noises like farm animals. Now say '*Freeze!*'. They should freeze 'in character'.

Game – photographs

1. The children move around in character. Using either a toy or a card camera, call out '*Photo!*'.
2. The children freeze for the photo then continue to move.

Performance

1. Use this script as it is or as a basis for your own ideas.
2. Incorporate musical interludes if you would like to use music in your performance.
3. The script and directions can be found on the next page.

Project ideas

Below are some ideas for projects that could be used with this activity plan:

- ▶ Give the children small rectangular pieces of paper for them to decorate as if it is a magic carpet. Now let them choose from magazines or travel brochures, places which they think are beautiful. Help them to write on their collages: '*This is my magic carpet. I'm going to [a beach/a forest]*'.
- ▶ Give them copies of a map of the world. Help them to find their own country and mark it.
- ▶ Now let each child choose where in the world they would like to go. Where do they think looks interesting on the map? They draw a line or a line of arrows and label the picture; '*I'm going from [Madrid] to [Hawaii] on my magic carpet.*'

Online resources: [World map](#)

Magic carpet performance

You can write a short script for this performance or as a basis for your own ideas.

Child 1: *I've got a carpet. It's a magic carpet!*

Group One: *No!*

Child 1: *Yes! Look!*

Child sits on magic carpet and says 'magic word'. He or she then acts as if the carpet is moving and starting to fly.

Group One: *Wow! We want to come with you!*

Child 1: *OK! Magic Carpet, down!*

Child acts as if magic carpet is 'landing'. The other children sit on the carpet.

Group One: *Magic Carpet, Magic Carpet, fly!*

They act as if they are flying on the carpet.

All sing: *We're flying, we're flying*

We're flying very high

On a magic carpet

Up in the sky

Child 2: *Where shall we go?*

Child 3: *Let's go to a farm!*

Group One: *Magic Carpet, Magic Carpet, fly to a farm!*

Child 4: *Look! I can see a farm!*

Child 5: *There are cows and horses.*

Child 6: *There's a donkey!*

Group Two now act out a farm scene, moving and making noises like farm animals.

Group One: *PHOTO!*

They pretend to take photos and Group Two freeze in a farm tableau.

Child 1: *Where shall we go now?*

Child 2: *Let's go to a rainforest!*

Group One: *Magic Carpet, Magic Carpet, fly!*

They act as if they are flying on the carpet.

All sing: *We're flying, we're flying*

We're flying very high

On a magic carpet

Up in the sky

Child 3: *There are lots of trees.*

Child 4: *There are monkeys and beautiful birds.*

Child 5: *There's a big river.*

Group Two act as if they are creatures in a rainforest.

Group One: *PHOTO!*

They pretend to take photos and Group Two freeze in a rainforest tableau.

Child 1: *Where shall we go now?*

Child 2: *Let's go to London!*

Child 3: *There are lots of shops and houses.*

Child 4: *There are lots of cars!*

Child 5: *There are lots of people too.*

Group Two act as if they are in a busy city. They can move like cars and people.

Group One: *PHOTO!*

They pretend to take photos and Group Two freeze in a city tableau.

Child 1: *Where shall we go now?*

Child 2: *Let's go home!*

Group One: *Magic Carpet, Magic Carpet, fly!*

They act as if they are flying on the carpet.

Child 5: *There's a big river.*

Group Two act as if they are creatures in a rainforest.

Group One: *PHOTO!*

They pretend to take photos and Group Two freeze in a rainforest tableau.

All sing: *We're flying, we're flying*

We're flying very high

On a magic carpet

Up in the sky

Child 3: *Look! I can see our school!*

Group One: *Hello! Hello, everyone!*

Group Two: *Hello!*

Group One act as if they are landing on the ground again. Group Two gather around them.

Child One: *Look at our photos!*

Group One: *A farm!*

All the children (in both groups) pose as if they are in a farm photo, in character as animals.

All sing: *We're flying, we're flying*

We're flying very high

On a magic carpet

Group One: *A rainforest!*

All the children pose as if they are in a rainforest photo, in character as monkeys, birds and so on.

Group One: *And school!*

All the children join hands, pose and smile then take a bow.